CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

ting men.
than modern

ENGLISH READER

FOR GRADE EIGHT

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri Funding: MoE

...ing men.
...better than modern
...hat
...ctures of ar

ENGLISH READER

For GRADE EIGHT

वाल्मीकि - क्याम्पस

...want.
...her,
...ago,

Published by
His Majesty's Government
Ministry of Education
Janak Education Materials Centre.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

A Word of Thanks

Mr. Eric H. Glendinning, British Council adviser for English textbooks in Nepal from 1972 to 1975, deserves the due thanks of this Centre for his services in improving the quality of this book.

Janak Education Materials Centre

Copyright—Janak Education Materials Centre

First Edition 2028
Second Edition 2029
Third Edition 2030
Fourth Edition (Thoroughly Revised) 2031
Fifth Edition (Reprinted with corrections) 2032
Sixth Edition (Reprinted with corrections) 2033
Seventh Edition (Reprinted with corrections) 2034
Eighth Edition (Reprinted with corrections) 2035

Printed by
His Majesty's Government
Janak Education Materials Centre
Sano Thimi, Nepal.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

c. The cavemen were very bad at painting men.
b. The cavemen could paint animals better than modern men can.

10. The purpose of the writers is to show that
a. hunting inspired the cavemen to paint pictures of animals.
b. life was difficult in the Old Stone Age.
c. getting food was the biggest problem for the cavemen.
d. the cavemen of the Old Stone Age were skilful painters.

Passage 2

A Meeting with Death

One day a rich merchant of Baghdad sent his servant to the market to buy food. The servant returned very quickly and rushed into his master's room. His eyes were wide and his whole body was shaking with fear.

"Master!" he cried, "As I was walking through the crowded market, a woman struck against me and nearly fell. When I turned round to help her, I saw that it was Death and she raised her hand and was about to touch me. I ran from that evil place and did not look back. Now I must escape from this town at once."

"But how did you know this woman was Death ?" asked the merchant.

"I have good reason to know her," replied the servant. "Two years ago when I had a fever, I was alone with her, face to face, for six days and nights. And once, only a month ago, she looked straight at me when a madman threw a knife at me and it cut me an inch above my heart. Please lend me your fastest horse and I will ride like the wind to Samarra where I will be safe." The merchant lent the poor man his horse

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

and watched him gallop away to the north in a cloud of dust. Then the merchant walked to the market and looked around for the woman. At last he saw a woman who was a stranger to him. He greeted her and told her who he was. "Why did you lift your hand to take my servant ?" he asked.

"I did not mean to take him then," she replied. "I raised my hand in surprise. I did not expect to see your servant in Baghdad today, because I arranged long ago to meet him in Samarra tonight."

(Adapted from 'Appointment in Samarra' by John O'Hara, Faber and Faber Ltd.)

1. The servant returned quickly from the market because
   a. his whole body was shaking.
   b. he wanted to tell his master what had happened in the market.
   c. he thought he would be safe with his master.
   d. he wanted to leave Baghdad at once.
2. We know the servant was very afraid because
   a. he forgot to bring any food from the market.
   b. his body was shaking.
   c. he wept with fear.
   d. he came back quickly from the market.
3. When the woman raised her hand, the servant thought
   a. she was surprised to see him in Baghdad.
   b. she was going to strike him.
   c. she was Death.
   d. she was going to touch him.
4. The servant calls the market 'that evil place' because
   a. it was crowded.
   b. a woman struck him there.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

c. someone threw a knife at him there.
d. he met Death there.

5. Two years ago when the man had a fever
   a. he was looked after by Death.
   b. he made an appointment to meet Death at Samarra.
   c. he spent several days and nights with Death.
   d. he talked with Death about his future.

6. A month before
   a. A madman threw a knife at him.
   b. Death threw a knife at him.
   c. A madman looked straight at him.
   b. A woman struck against him.

7. The servant wanted to go to Samarra because
   a. he wanted to see his family before he died.
   b. he wanted to meet Death in Samarra rather then Baghdad.
   c. he thought he could escape Death by going there.
   d. he wanted to leave his master for a few days.

8. The writer refers to the servant as 'the poor man' in line 19 because
   a. he was not rich.
   b. he was wounded by a knife.
   b. he was very afraid.
   d. he had a fever.

9. How did the abchant know the woman in the market
   people of long ago
   a. thought a lot about f woman he did not recognize.
   b. never thought about fi ing.
   c. did not bother to thinl oman in the market.
   d. rarely thought about fi everal times before.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

10. Why had the woman raised her hand when she saw the servant ?
    a. She was surprised to see him in Baghdad.
    b. She was going to strike him.
    c. She was Death.
    d. She was going to touch him.
11. The story is unfinished. What will happen ?
    a. The servant will die that night.
    b. The merchant will die that night.
    c. Both men will die that night.
    d. Neither of the men will die that night.
12. The story implies that
    a. no one can escape death.
    b. one can escape death if one is clever enough.
    c. death is like a woman.
    d. the servant should have stayed in Baghdad.

Passage 3

Fire

Fire is so much part of our everyday life that we think little about it. To the people of long ago, however, fire was amazing and mysterious. Among the myths of early peoples, there are many stories of how men obtained fire and learned to use it. From the Greek myths, for example, comes the story of Prometheus, the Fire-Bringer. According to this story, the gods became angry at the people of the earth and took fire away from them. Many of the people died. Those th[illegible] were left huddled in groups on the cliffs along the sea, cold [illegible] and miserable. Prometheus, one of the half-gods, felt such pity [illegible] for man that he stole fire from the gods and brought it to earth [illegible] He taught people once more how to use fire. Mankind w[illegible] saved, but the

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

gods were so angry that they condemned Prometheus to everlasting punishment.

Many people worshipped fire long ago. It is easy to see how they came to do so. Fire made it possible for them to cook their food. It made it possible for them to live in parts of the world where they could not live without it. It lifted man high above all the other animals.

More than twenty centuries ago, the Greek philosophers tried to explain fire. It was, they said, one of the four 'elements' of which everything in the universe was made. The other three were earth, air and water, Even human beings were supposed to be made of these same four 'elements'.

As the centuries passed, more and more uses were found for fire. But for a very long time no one could explain fire itself. No one had any ideas about fire that were better than those of the Greeks. Only within the past 200 years have scientists found out what fire is.

(*Adapted from 'Fire, Friend and Foe' by Bertha Morris Parker, Harper & Row*, 1962.)

1. Fire is so much part of our everyday life that
   a. we never think about it.
   b. we always think about it.
   c. we rarely think about it.
   d. we often think about it.

2. People of long ago
   a. thought a lot about fire.
   b. never thought about fire.
   c. did not bother to think about fire.
   d. rarely thought about fire.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

3. Which statement is true ?
   a. All the myths of early people were about fire.
   b. Most of the myths were about fire.
   c. Some of the myths were about fire.
   d. None of the myths were about fire.

4. The myth of Prometheus tells us
   a. how fire was stolen from the gods and returned to man.
   b. how the gods gave fire to man.
   c. how man stole fire from the gods.
   d. how man first got fire.

5. After the gods took fire away from man
   a. no one survived.
   b. only a few people survived.
   c. about half of the people survived.
   d. a lot of people survived.

6. When the people got fire from Prometheus
   a. they already knew how to use it.
   b. they learned to use it themselves.
   c. they did not bother to learn to use it.
   d. they learned to use it from Prometheus.

7. The writer tells us the story of Prometheus to
   a. remind us that people should make the best use of fire.
   b. suggest that fire was very important to ancient people.
   c. make the paragraph interesting for the reader.
   d. give an example of a myth about fire.

8. The people of long ago worshipped fire because
   a. it was dangerous.
   b. it was mysterious.
   c. it helped them in many ways.
   d. it was given to them by the gods.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

readi... tried to explain fire more than twenty centuries ago ?
policy
a. Greek astronomers.
b. Greek scientists.
c. Greek priests.
d. Greek philosophers.

10. According to the Greeks
a. the universe was made of four elements.
b. man was made of fire.
c. the 'elements' were, earth, air and water.
d. man was the centre of the universe.

11. People about 300 years ago,
a. knew more about fire than the ancient Greeks.
b. knew as much about fire as the ancient Greeks.
c. knew as much about fire as the people of today.
d. knew less about fire than the ancient Greeks.

12. The writer does not tell the reader
a. what fire really is.
b. why Prometheus stole fire from the gods.
c. how fire helped the ancient Greeks.
d. why modern people think little about fire.

C SCANNING

In this section, you are given the questions **before** you read the passage. When you understand the questions, read quickly through the passage and find the information you need to answer them. Then answer the questions without looking back at the passage. Give short answers, wherever possible.

Passage 1

1. *What is the passage about* ?
2. *Where is this industry situated* ?
3. *How much more could this industry produce* ?

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

The sugar industry is one of the most important indu
Nepal. Most of the sugar mills are in the Terai. About
of a million metric tons are produced by these mills every
The industry could produce much more sugar. Sugar cane ca
be grown in most parts of the Terai but only a small part of the
land is now used for sugar cane. The sugar cane which is grown,
does not give a lot of sugar. This is because it is not a good
variety, not enough fertilizer is used, and the land does not get
enough water during the dry season. If we improved our farming
and planted more cane, we could produce between 200 to 300
per cent more sugar.

Passage 2

1. *What had the man always wanted* ?
2. *What happened to the dog* ?

A thirty-year-old man was arrested in the Muang district of Thailand last Thursday just as he was about to kill a dog he had stolen. He explained to the police that he had always wanted a fur hat. He had stolen the dog because it had a beautiful fur. The thief was fined fifty dollars. As he was unable to pay the fine, he was sent to jail. The dog, which was unhurt, was returned to its owner.

Passage 3

1. *What is the passage about* ?
2. *Does good music help the reader to study better* ?

Some students think they can study just as well or even better when the radio is turned on. They claim that the radio helps them to concentrate. However, the student who studies and listens to the radio at the same time, has to waste part of his energy ignoring the radio. If he fails to ignore the sounds, then he cannot use all his energy to understand what he is

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

reading. Noise, even good music, distracts the reader. The best policy for students is : no radio.

Passage 4

1. *How old is Khafaf Lasuria* ?
2. *How did she visit her relatives* ?

In a little village in the Georgian Soviet Socialist Republic, lives a sprightly lady named Khafaf Lasuria. She is small,- not five feet tall,- white-haired, and full of humour. I visited her one spring morning and found her in her garden, surrounded by children, pigs and chickens. I was greeted warmly.

She talked about her life, the present and the past. She had a lot to tell because her memory was good and she was 130 years old. A son lives in the stone house next to hers. He is 82 years old.

When I last saw her, she was just back from a visit to relatives in a distant village. She simply got on the bus alone and went visiting.

Passage 5

1. *Which type of blood can be given to any group* ?
2. *Which blood group can receive blood from any other blood group* ?

Landsteiner discovered that there were four chief groups of blood. The differences between them are based on the fact that the blood of some people has substances in it which make the red cells of other people's blood stick together. Landsteiner called his four blood groups O, A, B and AB.

O-type blood can be given in transfusion to people with any of the four types of blood. But a person with O blood cannot be

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

given any but the same type in transfusion. AB blood, if given in transfusion to other groups, would cause the red blood cells to stick together. But a person with AB blood can receive transfusions of O, A, B or AB blood. Type A blood cannot be given to people with Type B.

Landsteiner received a Nobel prize in 1930 for his work on blood.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

Abbreviations

adj.	adjective	e.g. *happy*
adv.	adverb	e.g. *quickly*
(**here**)		This means the word has several meanings but is defined as it is used in the passage.
n(C)	noun (countable)	Nouns that take 'a' and have a plural form. e.g. *cow*.
n(U)	noun (uncountable)	Nouns that do not take 'a' and have no plural form. e.g. *milk, courage, greed.*
n(C&U)	noun (countable and uncountable)	Some nouns are sometimes countable and sometimes uncountable. e.g. *danger.* *There is same danger of fire.* *That driver is a danger to others.*
s.o./s.t.	someone/something	
v.i.	verb intransitive	A verb which does not take an object. e.g. *sit.*
v.t.	verb transitive	A verb which takes an object. e.g. *give.*
v.t. & i.	verb transitive and intransitive	Many verbs can be used both transitively and intransitively. e.g. *play.* *He plays football.* *He plays very badly.*

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

Appendix

Irregular Verbs

1. *Almost all these verbs have three forms. Verbs marked like this* × *have only two forms.*

VERB	*PAST*	*PAST PARTICIPLE*
be	was	been
× become	became	become
× beat [बीःट्]	beat [बीःट्]	beaten
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen [चउज्न्]
× come	came	come
do	did	done [डान्]
draw	drew	drawn
drink	drank	drunk [ड्रान्क्]
drive	drove	driven [ड्रिभ्न्]
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone [गऑन्]
grow	grew	grown
hide	hid	hidden
know	knew	known

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

..ie	..ay	..ain
	rode	ridden
ring	rang	rung
rise	rose	risen [रिज़्न्]
	ran	run
	sawed	sawn
see	saw	seen
sew [सउ]	sewed [सउड्]	sewn [सउन्]
shake	shook	shaken
show	showed	shown
sing	sang	sung
..k	sank	sunk
..peak	spoke	spoken
	stole	stolen
	swelled	swollen
	swam	swum
	took	taken
	tore	torn
wa..	woke	woken
wear	wore	worn
write	wrote	written

2. *These verbs have two forms. The past form and the past participle form are the same.*

VERB	*PAST+PAST PARTICIPLE*	*VERB*	*PAST+PAST PARTICIPLE*
bend	bent	make	made
bleed	bled	mean	meant [मेन्ट्]
bring	brought	meet	met
build [बिल्ड्]	built [बिल्ट्]	pay	paid
burn	burnt	say	said

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

	bought		sold
[illegible]tch	caugh[illegible]		sent
creep	crept	[illegible]hine	shone
dig	dug	shoot	shot
dream	dreamt [ड्रेम्ट्]	sit	sat
feed	fed	sleep	slept
feel	felt	slide	slid
fight	fought	[illegible]mell	smelt
find	found	speed	sped
fling	flung	spend	spent
get	got	spit	spat
hang	hung	stand	stood
have	had	stick	stuck
hear	heard [ह:ड्]	sting	stung
hold	held	strike	struck
keep	kept	sweep	swept
kneel	knelt	swing	swung
lay	laid	teach	taught
lead	led	tell	told
lean	leant [लेन्ट्]	think	thought
leap	leapt [लेप्ट्]	tread	trod
leave	left	understand	understood
lend	lent	weep	wept
light	lit	win	won
lose	lost	wind [वाइन्ड्]	wound

3. *These verbs have only one form. The verb, the past form and the past participle form are the same. Note that 'read' has only one written form but has two spoken forms.*

burst, cost, cut, hit, hurt, let, put, read, shut.

99264

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

catch	caught	send	sent
creep	crept	shine	shone
dig	dug	shoot	shot
dream	dreamt (ड्रेम्ट)	sit	sat
feed	fed	sleep	slept
feel	felt	slide	slid
fight	fought	smell	smelt
find	found	speed	sped
fling	flung	spend	spent
get	got	spit	spat
hang	hung	stand	stood
have	had	stick	stuck
hear	heard (हःड्)	sting	stung
hold	held	strike	struck
keep	kept	sweep	swept
kneel	knelt	swing	swung
lay	laid	teach	taught
lead	led	tell	told
lean	leant (लेन्ट्)	think	thought
leap	leapt (लेप्ट्)	tread	trod
leave	left	understand	understood
lend	lent	weep	wept
light	lit	win	won
lose	lost	wind (वाइन्ड्)	wound

3. *These verbs have only one form. The verb, the past form and the past participle form are the same. Note that 'read' has only one written form but has two spoken forms.*

burst, cost, cut, hit, hurt, let, put, read, shut.

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

5566

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

Nepal Sanskrit University, Balmeeki Campus, Kathmandu

CC-0. In Public Domain. Digitization by eGangotri.Funding: MIDF

समूह गायनमा गाउने राष्ट्रिय गीत

हटने होइन डटी लडने नेपालीको बानी हुन्छ
कहिले नझुक्ने शिर उभेको स्वाभिमानी नेपाली हुन्छ
विश्वको कुना काप्चामा खोज, नेपालीको मुटुमा खोज
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ . . . २
श्रीपेचको नवौं रङ्ग डाँफे चरीले बोकेर उड्छ
एकता अनि वीरताको गाथा सारङ्गीले गाउँदै हिंड्छ
खुकुरीको डोबभित्र वीरहरूको पाइला हुन्छ
पर्वतराज हिमालमुनि गुराँस त फुलेको हुन्छ
गुराँसको रङ्ग हेर, त्यो पनि त रातो हुन्छ
हाम्रो मुटुको रगत हेर, त्यो पनि त रातो हुन्छ
रातो रङ्ग सिम्रीकको रङ्ग, चन्द्र सूर्य झण्डाको रङ्ग, त्यो पनि त रातो हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ . . . २
हाम्रो भादल शान्तिको लागि मरुभूमिमा परेड खेल्छ
स्वयम्भूको दुइटा आँखाले न्याय अन्याय छुट्याई हेर्छ
बाँच र बचाऊ भन्ने छातिभित्र कुँदिएको हुन्छ
ठेला ठेलाको हातमा हेर, पसीना त बगेको हुन्छ
पसीनाको नदी हेर, त्यो पनि त नीलो हुन्छ
हाम्रो माथिको आकाश हेर, त्यो पनि त नीलो हुन्छ
नीलो रङ्ग शान्तिको रङ्ग, हाम्रो झण्डाको किनारको रङ्ग, त्यो पनि त नीलो हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ

Shekh Poudal
Ghesh Raj Poudal

ENGLISH READER

Nepal Sanskrit University, Balmeeki Campus, Kathmandu